

# Grade 4 Sample Test Prompt

## Sentence Fluency

We all have things that we believe are exciting. Think of something you have done that was exciting to you. It might be winning a ball game, getting a new pet, or riding a bike.

Write a story about a time when you felt excited.

Your essay should

- Have a beginning, middle, and end .
- Describe the exciting experience .
- Include details about the experience .

Remember to edit for spelling, grammar, punctuation, and capitalization.

# AIMS Six Trait Analytic Writing Rubric – Official Scoring Guide

## SENTENCE FLUENCY

<p><b>6</b></p> <p>The writing has an effective flow and rhythm. Sentences show a high degree of craftsmanship, with consistently strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• a natural, fluent sound; it glides along with one sentence flowing effortlessly into the next.</li> <li>• extensive variation in sentence structure, length, and beginnings that add interest to the text.</li> <li>• sentence structure that enhances meaning by drawing attention to key ideas or reinforcing relationships among ideas.</li> <li>• varied sentence patterns that create an effective combination of power and grace.</li> <li>• strong control over sentence structure; fragments, if used at all, work well.</li> <li>• stylistic control; dialogue, if used, sounds natural.</li> </ul>	<p><b>5</b></p> <p>The writing has an easy flow and rhythm. Sentences are carefully crafted, with strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• a natural, fluent sound; it glides along with one sentence flowing into the next.</li> <li>• variation in sentence structure, length, and beginnings that add interest to the text.</li> <li>• sentence structure that enhances meaning.</li> <li>• control over sentence structure; fragments, if used at all, work well.</li> <li>• stylistic control; dialogue, if used sounds natural.</li> </ul>	<p><b>4</b></p> <p>The writing flows; however, connections between phrases or sentences may be less than fluid. Sentence patterns are somewhat varied, contributing to ease in oral reading. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• a natural sound; the reader can move easily through the piece, although it may lack a certain rhythm and grace.</li> <li>• some repeated patterns of sentence structure, length, and beginnings that may detract somewhat from overall impact.</li> <li>• strong control over simple sentence structures, but variable control over more complex sentences; fragments, if present, are usually effective.</li> <li>• occasional lapses in stylistic control; dialogue, if used, sounds natural for the most part, but may at times sound stilted or unnatural.</li> </ul>
<p><b>3</b></p> <p>The writing tends to be mechanical rather than fluid. Occasional awkward constructions may force the reader to slow down or reread. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• some passages that invite fluid oral reading; however, others do not.</li> <li>• some variety in sentences structure, length, and beginnings, although the writer falls into repetitive sentence patterns.</li> <li>• good control over simple sentence structures, but little control over more complex sentences; fragments, if present, may not be effective.</li> <li>• sentences which, although functional, lack energy.</li> <li>• lapses in stylistic control; dialogue, if used, may sound stilted or unnatural.</li> </ul>	<p><b>2</b></p> <p>The writing tends to be either choppy or rambling. Awkward constructions often force the reader to slow down or reread. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• significant portions of the text that are difficult to follow or read aloud.</li> <li>• sentence patterns that are monotonous (e.g., subject-verb or subject-verb-object).</li> <li>• a significant number of awkward, choppy, or rambling constructions.</li> </ul>	<p><b>1</b></p> <p>The writing is difficult to follow or to read aloud. Sentences tend to be incomplete, rambling, or very awkward. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• text that does not invite—and may not even permit—smooth oral reading.</li> <li>• confusing word order that is often jarring and irregular.</li> <li>• sentence structure that frequently obscures meaning.</li> <li>• sentences that are disjointed, confusing, or rambling.</li> </ul>

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**Writing****FINAL COPY**

If they will gitt Me a pfsent thitk with  
 for good bike I excita because I like  
 My bike a and day something you. to I  
 love my bike to at trip colt red was  
 excita stor rinned. gitl Mea peat  
 cool and next day I run be like  
 to my bike joing you I like bike.  
 I lik bike.

**Score point 1** – Sentences seem to be incomplete, rambling, or very awkward. The paper has confusing word order that is often jarring and irregular. Sentences are disjointed and confusing.

**Writing****FINAL COPY**

ABOUT MY PET  
 how I GOT MY PET  
 WAS PLAYING MY GAME  
 AND THIS MAN GAVE ME THIS  
 DOG TO ME BECAUSE  
 THE MAN DIDN'T NO  
 HOW TO GIVE IT TO.  
 SO THE MAN GAVE IT TO US.  
 AND I NAMED her  
 SQUEEY AND SHE WAS  
 JUST A LITTLE PUPPY  
 AND WE GOT ANOTHER  
 DOG! AND I NAMED  
 her SWEETIE WHEN  
 I HAD FUN AND  
 WE LET THE DOG PLAY  
 WITH ME AND LET  
 THEM LICK ME. AND  
 IT TICKLED TO. THE END.

**Score point 2** – The writing tends to be rambling. Significant portions of the text are difficult to follow or read aloud. For example, “and I namde her sweete when I had fun and we let The Dog Play with me and let Them...”

**Writing****FINAL COPY**

One day On November 2nd 2002 was one of the  
 Wonderfull days Of my Life because my Grandma  
 and Uncle had got me an animal that was  
 a cat. He was one of the beautifull cats in  
 the world because he was covered in very  
 fluffy furr, bright blue eyes, fluffy tail and  
 on his forehead; there was a shape of a  
 "M" that looked like it had quotation marks  
 around it. When I got him, he was at my  
 house. My Grandma and Uncle got me him because  
 I wanted my own cat, I only had a few cats,  
 and I got to name it and I named it Sasha.  
 When I found out I was getting a cat, I had  
 a very suprizing face and I was very excited to  
 have my own Cat.

**Score point 3** – The writing tends to be mechanical rather than fluid.  
The writer falls into repetitive sentence patterns, with I-plus-verb  
 construction appearing many times. The writer has lapses in stylistic  
control and the rambling sentences are an example of this.

**Writing****FINAL COPY**

The most exciting experience of my whole life was a baseball tournament in Palm Springs, California. We played at the field of dreams it is replica of the real MLB fields. Our team is made of 10 year olds and we are number one in Arizona. We are the Yankees and have played in 65 tournaments across the United States. I arrived on Friday and our first game was at nine o'clock on Saturday. We played our first game against the Titans, we were down 6-3 in the forth. They brought in a new pitcher and we scored 11 runs off them to make it 14-6 to win. The next game we faced the best team in California the Stampede. We beat them 13-3 for the upset. Our next game was on Sunday against the Angels. We lost 4-3 and now would play one more game, if we won we went to the finals and if we lost we were out of the amazing tournament. We played the mudbugs and were down 7-1 in the bottom of the sixth. We got a big rally going and won 8-7 and I got two doubles. We played the California Yankees. We were tied 2-2 in the fifth and we got two more runs to make it 4-2. Our Pitcher got three outs and we won. Our team got medals and our coach got a 3 foot trophy. That is

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**Writing**

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**FINAL COPY**

Why that is my most exciting experience ever.

**Score point 4** – The writing flows and has a natural sound, although it lacks a certain rhythm and grace. Connections between sentences are less than fluid. The writer shows strong control over simple sentences, but variable control over more complex sentences. “We played at the field of dreams it is repulca of the real MIB fields.”




**Writing****FINAL COPY**

It was December twenty-first, my birthday. I was really excited because I was going to get my ears pierced. Most of my friends were going to be there to watch. I wondered what my emotions would be like, would I cry, would I just sit there and do nothing? What was I going to do?

My mom drove us to the mall. We rode up the escalator, to the store, Claire's, where I was going to get my ears pierced. We walked in, I felt a little bit nervous. I remembered I was going to try not to cry. A lot of people I didn't even know were watching me.

The employee that was going to pierce my ears came and gave my mom lots of papers to read and sign. When my mom was done with the papers, the employee got the ear gun out. I was getting really nervous. The employee marked a dot with marker on my ear, where she was

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**Writing****FINAL COPY**

going to pierce it! She made sure everyone thought the dots were even.

Then she said, "On the count of one breath in, on the count of two be prepared, and on the count of three breath out."

Before I knew it my ears were pierced, it wasn't as bad as I thought it would be. My ears only hurt for a couple of minutes after they were done. My ears are still pierced to this day. That was one of the most exciting things that happened to me so far.

**Score point 5** – The writing has a natural, fluent sound. There is a variation in sentence structure, length, and beginnings that add interest to the text. The writer uses subordinate conjunctions, both to begin sentences and in the middle of sentences: "When my mother..." and "where she was going..." Dialogue sounds natural.

**Writing****FINAL COPY**

## My Spring Concert

It was April 21, 2004, my second strings concert at Cheyenne Traditional School. It was also my first spring concert. When I was picked up from school from school, I finished my homework and started to practice my violin, the instrument I play. Before I left for my school, where the concert is going to be held, I ate some food, dressed up in my concert clothes, grabbed my notebook and violin in its case, and left for the concert.

I wasn't too surprised to see the parking lot crammed with cars, but my family found a space. Me and my mom were dropped off so I can go to the rehearsal room and my mom can go to the concert room and wait until 7:00 p.m., when the concert starts. At the rehearsal room, I arrived just when Mrs. O, my strings teacher at Cheyenne, was going to tune another room. She said for me to wait for her to come back. When she came back, she

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**Writing****FINAL COPY**

tuned my violin and I practiced my songs. At 7:00 p.m., the rest of the children and I went to the concert room to play our instruments. I saw basses, cellos, violas, and my instrument, the violin. During the concert, we played Ode to Joy, Strutters March, Yankee Oodle, and Campdown Races. After our concert, my mom congratulated me and we watched the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade plays, including the chamber orchestra.

At the end, Mrs. gave out awards to children who was in the orchestra. Then she announced the children who did their best through out the months of learning, and one of those children happened to be me. After I got my award, which was a trophe, I packed up my violin and went to the reception which had cookies and punch. Then we went home after the exciting day.

**Score point 6** – Sentences show a high degree of craftsmanship, with consistently strong and varied structure. In paragraph one, “When I was picked up from school...” is an example of craftsmanship. Also, the writer’s varied beginnings are exemplified by the use of introductory phrases and clauses: “Before I left for my school...” in paragraph one, “During the concert...” in paragraph two, and “At the end...” in paragraph three.